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ABSTRACT

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The dual purpose of these modules is stated as follows: trying to understand children and their needs and becoming familiar with and developing criteria for evaluating children's literature. The objectives of the modules, which are listed, stress acquisition of definitions, background, standards, techniques, understanding of children's needs, and overall selection ability as related to children's literature. Specific assignments, such as the accumulation of cards for each book covered in this course, are outlined. The module is then divided into eight units; each unit includes a brief introduction identifying the subject and general procedure, a list of general readings, and a list of references. The eight units are as follows: Understanding Children and Their Needs; Classics; Picture Books; Traditional Literature--Folk Tales, Fairy Tales, Myths, Legends and Fables; Fantasy; Fiction: Historical and Realistic; and Poetry. There are two appendixes: Literary Definitions and An Annotated Bibliography of Selected Selection Aids, which is subdivided into Basic Lists, Specialized Lists, and Aids Reviewing Non-Print Media. (JA)

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ADAMS STATE COLLEGE CHILDREN'S LITERATURE

Prepared for the

ADAMS STATE COLLEGE
TEACHER CORPS PROGRAM

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SP008 214

CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL

INTRODUCTION

Children's literature exists as a portion of universal literature which is appropriate for children and constitutes a substantial collection of fictional, factual, and poetic works designed specifically for children, as well as those drawn from adult literature.

Literature written specifically for children can serve a child in four ways: it helps him to better understand himself, others, his world and the aesthetic values of written language. Its rewards lie in aiding the child to fulfill his needs and to assist with his growth and development.

In the formal education of children, literature plays an increasingly large role in three related areas: the instructional reading program, the subject matter areas, and the literature program. The use of literature in the instructional reading program can serve to sharpen the skills and abilities gained from the basal reading instruction as they are employed repeatedly in reading situations that provide their own intrinsic rewards. While the subject matter areas depend to a large extent upon textbooks there are certain limitations inherent in the nature of such

books that can be offset by supplementation with literature books. Through literature programs the child's need for recreational reading and development of critical reading practices are satisfied.

The following modules, collectively entitled "Children's Literature,"are designed to serve as a guide for those interested in children and what is termed children's literature. This packet has been prepared in the hope that its content will meet the needs of prospective elementary teachers who are concerned with children and what they read.

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PREFACE

Two basic assumptions have underlined the writing of this packet. In dealing with children's literature, one assumption is that, like all other literature, it is susceptible of serious critical analysis and understandings and that application of relevant critical questions to this body of literature can assist the prospective teacher in his own reading of literature for children and then in his bringing literature to children. The other assumption is that children, during the formative elementary years have developmental tasks to meet which can be aided through literature.

Therefore, the central focus of this packet will be dual in nature: that of trying to understand children and their needs and that of becoming familiar with and developing criteria for evaluating children's literature. It is impossible to describe all the good books that have been written for children, but it is possible to introduce the prospective teacher to those books exhibiting standards of literary quality.

The presentation of material in this packet will be to focus first on the developmental needs of children as they pertain to literature and then on the development of criteria for evaluating children's books and how to use

literature with children.

OBJECTIVES

1. The learner is to understand what dhildren's literature is.
2. The learner is to acquire as broad a background as possible in the field of children's literature through exposure to as many books as possible.
3. The learner is to develop standards of quality and criteria for the evaluation of children's books.
4. The learner is to be able to select books for children according to their needs, interests and abilities.
5. The learner is to be knowledgeable about techniques for the use of books with children.
6. The learner is to develop an understanding of the needs of children, K through sixth grades, as they pertain to literature so that after becoming acquainted with the various types and levels of children's literature, he can demonstrate this understanding through the evaluation, selection and use of books to meet the needs, abilities, and interests of children.

ASSIGNMENTS

In order to aid the learner in reaching the aforementioned objectives, the following three assignments are offered.

1. CARDS.

An accounting of all of the children's books read during the quarter should be kept. To gain as wide a background as possible, at least one book in each of the following categories should be read:

- Classic
- Caldecott Award
- Beginner Book
- Mother Goose
- Alphabet Book
- Informational Picture Book
- Folk Tale
- Myth
- Religion
- Epic
- Fantasy
- Newberry Award
- Modern Controversial Fiction
- Animal Story
- Mystery
- Historical Fiction
- History or Geography
- Biography
- Science
- Social Science(government, United Nations, etiquette, etc.)
- Art
- Music
- Poetry

Counting all of the assignments, a minimum of 50 books should be read and 25 of these may be picture books.

For each children's book read, a card should be written containing the same information as on the following sample.

SAMPLE

Category[1] Approx. Grade Level[2]

Author. Title. Place, Publisher, Date.

Number of Pages.

Comments.[3]

[1]EX: Picture Book, Historical Fiction, Art.

[2]The approximate reading level for which each selection is intended may be given as a range of grade levels (e.g. 4th-5th, k-3rd) or age level (e.g. 6-8 yrs., 7-9 yrs.). Consistently use the system which best suits your needs.

[3]The "Comments" section of the card is for notes containing a) a brief summary of the content of the book, b) an evaluation of the book, and c) the uses and activities for which the particular book may be used.

Selections should exhibit the learner's understanding of criteria for evaluation. Suggestions for selections to read may be found in the body of the texts or in supplementary bibliographies at the end of each chapter.

Children's books used for this assignment may be from the Adams State College Children's Library, the public library or from the learner's school library.

The cards may be submitted periodically throughout the quarter or may be turned in as a whole at the end of the quarter.

2. COMPARATIVE STUDY.

After selecting three books on one topic, (EX: three books of the geography of Canada, three different biographies of Abraham Lincoln, or three versions of King Arthur, etc.), write a short (3-5 pages) paper comparing the three books applying the criteria standards the learner has developed. The study should exhibit the learner's understanding of methods of evaluating books.

3. RESOURCE UNIT.

This assignment is designed to acquaint the learner with several of the most important aids for selection of children's books and should exhibit the learner's knowledge of evaluating, selecting and using children's books.

A. Select a topic or class unit and describe it briefly. Include the general understandings or objectives to be acquired and the grade level for which it is intended.

B. Using as many different aids from the "Annotated

List of Selection Aids" as possible, select items which you feel would contribute to the unit described.

1. Be sure to include:

   Best Books for Children
   Books for Children
   Books for Elementary School Libraries (Hodges)
   Children's Catalog
   Elementary School Library Collection (Gaver)
   School Library Journal

2. Also check the longer "Selection of Books" for lists on your special topic.

C. Include among your resources as wide a selection of materials as seems desirable, e.g. information books, poetry, art, music, folk literature, fiction, biography, books for the teacher's reference, films, filmstrips, recordings, multi-media kits, etc.

D. For each entry give complete bibliographical information:

Book: Friis-Baastad, Babbis. Don't Take Teddy. Translated from the Norwegian by Lise Somme McKinnon. New York: Charles Scribner's Sons, 1967. $3.95. (5-7).

Film: Art Series - Color, 8 loops. Eothen Films. (dist. by Encyclopaedia Britanica Educational Corp., Chicago), 1969. 21/2 to 4 min. each. silent. color. Super 8. $17.60 to $20.00. All ages.

Filmstrips: The Challenge of Space. 2 filmstrips. Robert G. Jennings Corp., New York, 1967. 51 to 56 frames. color. $17.95. (7-9).

Tapes: A New Look at Mother Goose. 6 tapes. Associated Educational Materials, New York, 1967. 10 to 14 min. each. color. $5.90 each. (K-3).

E. List each entry under the appropriate objectives.

F. Annotate each entry briefly:

1. Content and scope.
2. Contribution to the unit.
3. How the material will be used to achieve the objective of the unit. Be sure to include imaginative projects offering opportunities for the talents of all types of children.

G. List the source or sources in which you located the item, including the page. If you wish, you may use a symbol for the source, but be sure to attach a list of titles with symbols for my reference.

H. Arrange the entries in some logical manner.

I. Present the resource unit on cards and/or on typing paper.

J. Evalution. This assignment will be evaluated on:

1. The general excellence of the choices.
2. The clearness and pertinence of the annotations.
3. The creativity indicated in proposed uses of the materials.
4. The completeness and consistency of the bibliographical citations.

K. This assignment should be submitted for evaluation at the end of the quarter upon completion of the packet.

UNIT I

UNDERSTANDING CHILDREW AND THEIR NEEDS

Introduction

The problem of identifying developmental needs of children and the selection of books to meet these specific or general needs is not a simple task. This unit is designed to help the learner examine reading and the use of books as a means of satisfying developmental needs.

General Reading

Two texts will be used to provide background material for this unit as well as the succeeding units. Citations are given for relevant material in each unit.

1. Arbuthnot, May Hill and Zena Sutherland. Children and Books. 4th ed. Chicago: Scott, Foresman and Co., 1972.

   pp. 3-19.

2. Huck, Charlotte S. and Doris Young Kuhn. Children's Literature in the Elementary School. 2nd ed. New York: Holt, Rinehart and Winston, Inc. 1968.

   pp. 3-56.

The above suggested readings are provided to assist the learner in constructing his own view of why children read, children's needs as they pertain to literature and the value of books.

A supplementary bibliography is provided should

the learner desire further information.

REFERENCES: INTRODUCTION

NOTE: If you do not find what you are seeking here, consult EDUCATION INDEX or READER S GUIDE.

GENERAL:

Arbuthnot, May Hill. The Adult and the Child s Books , Children and Books. Third edition. Chicago. Scott, Foresman and Company, 1964, pp. 16-29 (Criteria)

Same as above. The Child and His Books, pp. 2-15 (Basic needs of children.)

Cohen, Dorothy H. Work Meaning and the literary Experience in Early Childhood, Elementary English, 46:914-925, November 1969. (How authors explain words in the text)

Egoff, Sheila. Children s Books: A Canadian s View of the Current American Scene, The Horn Book Magazine. 46:142-150, April 1970.

Estes, Eleanor. What Makes A Good Book The Writer, 68:371-373, November 1955.

Fenner, Phyllis. For the Love of Books, National Parent-Teacher, 43:19-21, May 1949.

Huck, Charlotte S. and Doris Young Kuhn. Understanding Children and Literature, Children s Literature in the Elementary School. Second edition. New York: Holt, Rinehart and Winston, 1968, pp. 3-56.

Huck, Charlotte S. What is Children s Literature, Elementary English, 41:467-470, May 1964. (Current Literature)

Karl, Jean. A Children s Editor Looks at Excellence in Children s Literature, The Horn Book Magazine, 43:31-41, February 1967.

Melcher, Daniel. Architectronic of the Mind, School Library Journal, 16:105-108, October 1969.

Sayers, Frances Clarke. Walt Disney Accused, The Horn Book Magazine, 41:602-611, December 1965.

Smith, Dora V. Fifty Years of Children s Books, 1910-1960: Trends, Backgrounds, Influences. Champaign, Ill.: National Council of Teachers of English, 1963.

Smith, James Steel. The Hoot of Little Voices: Humor in Children s Books, A Critical Approach to Children s Literature. New York: McGraw-Hill Book Company, 1967, pp. 203-225.

Same as above. The Nature of Literary Value in Children s Literature: How Good Can a Children s Book Be pp. 9-26.

Same as above. Sense and Sensibility in Children s Literature, pp. 125-202.

Stein, Ruth M. Of Skies and Skyscrapers: Rural-Urban Imagery in Children s Literature, Elementary English, 46: 940-950, November 1969.

READING INTERESTS:

Ashley, L.P. Children s Reading Interests and Individualized Reading, Elementary English, 47:1088-1096, December 1970.

Emans, Robert. What Do Children in the Inner City Like to Read Elementary School Journal, 69:119-122, December 1968.

Kujoth, Jean S. Reading Interests of Children and Young Adults. Metuchan, N.J.: Scarecrow Press, 1970.

Odland, Norine. Discovering What Children Have Learned About Literature, Elementary English, 47:1072-1076, December 1970.

Selig, Hannah. Socioeconomic Status and Children s Interests, Childhood Education 46:225-227, January 1970.

Stanchfield, Jo M. Boys Reading Interests as Revealed Through Personal Conferences, The Reading Teacher, 16:41-44, September 1962.

Wiberg, John L. and Marion Frost. A Comparison Between the Content of First Grade Primers and the Free Choice Library Selections made by First Grade Students. Elementary English, 47:792-798, October 1970.

Zimet, Sara F. Children s Interests and Story Preferences: A Critical Review of the Literature, The Elementary School Journal, 67:122-130, December 1966.

DEVELOPING A PROGRAM

Cohen, L.S. Begin Critical Reading in Elementary School, Elementary English, 44:363-377, April 1967.

Davis, Joanne W. "Teaching Reading with Paperbacks in an Elementary School: Three Models for Classroom Organization,: Elementary English, 47:1114-1120, December 1970.

Eble, Mary. "Literary Launchings," School Library Journal, 16:109-111, October, 1969.

Englebright, Curtis L. "61 Ways to Tell about Books," Instructor, 79:70-71, November 1969.

Fisher, Frank L. "Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," The Journal of Educational Research, 62:130-134, November 1968. (Abstracted from his doctoral dissertation)

Gillespie, John and Diana Lembo. Introducing Books: A Guide for the Middle Grades. New York: R.R. Bowker Company, 1970.

Groff, Patrick. "Non-Structured Approach to Children's Literature," Elementary School Journal, 70:308-316, March 1970.

Hill, Jeraldine. "Teaching Critical REading in the Middle Ages," Elemtary English 39:239-243, March 1962.

Huck, Charlotte S. and Doris Young Kuhn. "Creating the Learning Environment," Children's Literature in the Elementary School. Second edition. New York: Holt, Rinehart and Winston, 1969. pp. 545-599.

Huck, Charlotte S. "Planning the Literature Program for the Elementary School," Elementary English, 39:307-313, April 1962.

Huck, Charlotte S. and Doris Young Kuhn. "Stimulating Creative Activities Through Literature," Children's Literature in the Elementary School. Second edition. New York: Holt, Rinehart and Winston, 1968. pp. 600-648.

Same as above. "Teaching Literature in the Elementary School," pp. 649-698.

Hunt, Lyman C., Jr. "Six Steps to the Individualized Reading Program (IRP), Elementary English, 48:27-32,January 1971.

McGuire, Alice Brooks. "The Librarian's Role in the Literature Program," Elementary English, 44:468-471, May 1967.

Schmitt, Yvette and Sister Mary Nora. "What are Some Meaningful Experiences with Literature " Elementary English, 41:500-515, May 1964

Singleton, Elise. "Six-Year-Old Movie Mogula," Elementary English, 47:966-968, November 1970.

UNIT II

CLASSICS

Introduction

The classics of children's literature hold a venerated position among the best books for children. Such books as Robinson Crusoe, Little Women, Alice in Wonderland or Hans Brinker and many more have been introduced to and ready be generations of children.

But what is a "classic"? It is a difficult and elusive term to define. Francis Clarke Sayers defines a classic as a book which is "capable of long life by choice and use of children." Anne Thaxter Eaton defines a classic as a "work that has appealed to a great variety of people at widely different periods of the world's history and is, therefore, a work which presents permanent and universal truths."

General Reading

Arbuthnot: pp. 100-103.

Huck: pp. 18-22.

Instructional Activity

From the list below, the learner is to select one book which is considered to be a classic and read it critically.

Louisa May Alcott. Little Women.
Frances H. Burnett. A Little Princess.
Frances H. Burnett. The Secret Garden.
Daniel Defoe. Robinson Crusoe.
Mary M. Dodge. Hans Brinker, or, The Silver Skates.
Hugh Loftin. The Story of Dr. Doolittle.
Howard Pyle. The Merry Adventures of Robin Hood.
Felix Salten. Bambi.
Anna Sewell. Black Beauty.
Margaret Sidney. The Five Little Peppers and How They Grew.
Johanna H. Spyri. Heidi.
Robert Louis Stevenson. Treasure Island.
Mark Twain. The Adventures of Huckleberry Finn.
Mark Twain. The Adventures of Tom Sawyer.
Jules Verne. Twenty Thousand Leagues Under the Sea.
Kate Wiggin. The Birds Christmas Carol.
Johann D. Wyss. The Swiss Family Robinson.

Because of the "timeless" nature of a classic it is important to periodically review the book's merit as literature for today's children. The following questions are offered as a means to aid the learner in looking at classics with a critical eye.

Are there any unrealistic stereotypes?

Are there any derogatory remarks about people because of race, religion, work, etc.?

Are the poor considered good, the rich evil?

What is the attitude toward school, law, the church, etc.?

Does good always triumph over evil?

Are women considered secon-class citizens?

What is the attitude of the children toward their elders?

Are the classics relevant for today's children?

UNIT III

PICTURE BOOKS

Introduction

Picture books and picture storybooks are a visual art and language form providing children with their first experiences in art and literature as well as being among the first media of communication for the very young child. It is evolved through the combined efforts of author, illustrator, editor and printer.

A variety of media is employed in the production of picture books and picture storybooks to convey the message of the text and pictures with the unity that is common to all forms of graphic art.

Picture books and picture storybooks cover a wide range of topics both factual and fanciful, and reflect an artistic discipline along with the beauty and color of expression that makes them appealing to children.

In this unit the learner is introduced to the works and styles of many illustrators and is encouraged to develop his own criteria for selecting outstanding and appleaing picture books.

Background Reading

The suggested readings listed below are provided to assist the learner in synthesizing his own concept of

picture books and their appeal to children and in developing a criteria for evaluating books of this type:

Arbuthnot: pp. 40-87

Huck: pp. 95-155.

Additional references are provided in the following supplementary bibliography.

Instructional Activity

From the list of picture book illustrators below the learner is to select and read at least 25 of the books to become familiar with picture books and picture storybooks in general and with noted illustrators in particular.

Adrienne Adams	Cabbage Moon
	The Shoemaker and the Elves
Joan Angland	Love is a Special Way of Feeling
	Nibble, Nibble Mouskin
Ludwig Brandenberg	Madeline
	Madeline's Rescue
Marcia Brown	Cinderella
	Dick Whittington and His Cat
	Felice
	How Hippo
	Once a Mouse
	Stone Soup
	Three Billy Goats Gruff
Jean de Brunhoff	The Story of Babar (Series)
Barbara Cooney	Chanticleer and the Fox
	Mother Goose in French
	Le Hibou et La Poussiquette
	The Little Juggler
Theodor Geisel	And to Think That I Saw it on Mulberry Street
	The Cat in the Hat
	The 500 Hats of Barthclomew Cubbins
	Horton Hatches the Egg
Marie Hall Ets	Gilberto and the Wind
	Just Me
	Nine Days to Christmas

	Play With Me
Nonny Hogrogian	Always Room for One More
	Little Red Riding Hood
Ezra Jack Keats	Goggles
	In a Spring Garden
	John Henry
	Peter's Chair
	Snowy Day
	Whistle for Willie
John Langstaff	Frog Went a Courtin'
	Over in the Meadow
Leo Lionni	The Alphabet Tree
	Inch by Inch
	Swimmy
Robert McCloskey	Blueberries for Sal
	Lentil
	Make Way for Ducklings
	One Morning in Maine
	Time of Wonder
Beni Montresor	May I Bring A Friend?
Bruno Munari	ABC
	Bruno Munari's Zoo
	The Circu in the Mist
Celestino Piatti	Animal A B C
	The Happy Owls
Leo Politti	Angelo the Naughty One
	Song of the Swallows
Maurice Sendak	Hector Protector
	Higglety Pigglety Pop
	Let's Be Enemies
	What Do You Say, Dear?
	Where the Wild Things Are
William Steig	Sylvester and the Magic Pebble
Tasha Tudor	Around the Year
	Mother Goose
Harold Wilberg	The Tomten
Brian Wildsmith	A B C
	The Hare and the Tortoise
	The Lion and the Rat
	Mother Goose
	1, 2, 3's
	The Rich Man and the Shoemaker
Garth Williams	Amigo
	The Rabbits' Wedding
Taro Yashima	Crow Boy
	Umbrella
	The Village Tree

REFERENCES: PICTURE BOOKS

NOTE: If you do not find what you are seeking here, consult EDUCATION INDEX or READER'S GUIDE under the headings: Children's Literature, Picture Books, Book Illustration, and the individual names of illustrators.

GENERAL:

Arbuthnot, May Hill. "The Artist and the Child's Books," Children and Books. Third edition. Chicago: Scott, Foresman and Company, 1964. pp. 52-73.

Bloomer, Richard H. "Children's Preferences and Responses as Related to Styles and Themes of Illustration," Elementary School Journal, 60:334-340, March 1960 (Small research study)

Durham, Mae S. "Some Thoughts about Picture Books,: The Horn Book Magazine. 39:476-484, October 1963.

Huck, Charlotte S. and Doris Young Kuhn. "Picture Books," Children's Literature in the Elementary School. Second edition. New York: Holt, Rinehart and Winston, 1969. pp. 95-115.

Jasik, Marilyn. "A Look at Black Faces in Children's Picture Books," Young Children. 24:43-54, October 1968.

Jenkins, William A. "What is Children's Literature Illustrators and Illustrations," Elementary English, 41:492-499. May 1964.

Kingman, Lee. "Virginia Lee Burton's Dynamic Sense of Design." The Horn Book Magazine, 46:449-460, October 1970: 46:593-602, December 1970

Low, Joseph. "Picture Books." The Horn Book Magazine. 43: 715-720, December 1967.

Miller, Bertha E. Mahoney, Louise Payson Latimer and Beaulah Folmsbee, (comps.) Illustrators of Children's Books, 1744-1945. Boston: Horn Book Inc., 1947.

Miller, Bertha E. Mahoney and others. Illustrators of Children's Books, 1946-1966. Boston: Horn Book Inc., 1958.

Parker, Lenore D. and Ellen E. Campbell. "A Look at Illustrations in Multi-Racial First Grade Readers," Elementary English, 48:67-74, January 1971.

Peltola, Bette J. "A Study of Children's Book Choices," Elementary English, 40:690-695, November 1963.

Pitz, Henry C. Illustrating Children's Books: History, Technique, Production. New York: Watson-Guptill, 1963.

Richard, Olga. "Visual Language of the Picture Book,: Wilson Library Bulletin, 44:454-497, December 1969.

Schindol, Morton, "Confessions of a Book Fiend," School Library Journal, 13:44-45, February 1967.

Smith, James Steel. "To Read, To Look: The Illustrating of Children's Books, " A Critical Approach to Children's Literature. New York: McGraw-Hill Book Company, 1967. pp. 305-342.

Stewig, JOhn W. "Trends in Caldecott Award Winners," Elementary English, 45:218-223, February 1968.

Wiberg, JOhn L. and Marion Frost. "A Comparison Between the Content of First Grade Primers and the Free Choice Library Selections Made by First Grade Students." Elementary English. 47:792-798, October 1970.

SERIES ON DIFFERENT MODES OF ILLUSTRATION:

Lorraine, Walter. "Artist at Work: Introduction," The Horn Book Magazine. 40:576-579, April 1964.

Ward, Lynd. "Artist at Work: Scratchboard Illustration," The Horn Book Magazine. 40:34-41, February 1964.

Cooney, Barbara. "Artist at Work: Doing a Book in Lithography." The Horn Book Magazine, 40:162-165, April 1964.

Keats, Hara Jack. "Artist at Work: Collage." The Horn Book Magazine. 40:269-272, June 1964.

Weisgard, Leonard. "Artist at Work: Influences and Applications." The Horn Book Magazine, 40:409-414, August 1964.

Ness, Evaline. "Artist at Work: Woodcut Illustration," The Horn Book Magazine. 40:520-522, October 1964.

Adams, Adrienne. "Artist at Work: Color Separation," The Horn Book Magazine. 152-157, April 1965.

Lent, Blair. "Artist at Work: Cardboard Cuts." The Horn Book Magazine. 41:408-412, August 1965.

Kepes, Juliet. "Artist at Work: Color Separation II: The Use of Photostats," The Horn Book Magazine. 41:651-654, December 1965.

Ipcar, Dahlov. "Artist at Work: Combining Dinobase and Wash on Paper," The Horn Book Magazine, 42:35-36, February 1966.

UNIT IV

TRADITIONAL LITERATURE

Introduction

Traditional literature, also termed "universal literature," encompasses folk tales, fairy tales, myths, lengends and fables. Growing out of the oral storytelling tradition, this literature has transcended time and come down in literary history as a literary legacy, forming the foundation of understandings of life as expressed in modern literature.

Many of these tales have been interpreted and retold by modern artists as new editions of single stories or collections of stories are presented in book form.

Background Reading

Arbuthnot: pp. 184-209.

Huck: pp. 156-214.

Instructional Activity

The questions presented below are intended to serve as a focus for the major concepts of the unit as well as a basis for the learner to develop his own concept of traditional literature.

1. Consider why traditional literature has endured for generations.

2. Discuss how folk literature indicates man is much the same the world around.
3. Distinguish the differences among the various types of folk literature. (EX: fable, folktale, fairy tale, etc.).
4. Compare several folk tales from different countries that are based upon similar themes.

REFERENCES: TRADITIONAL LITERATURE

Alexander, Lloyd. "Substance and Fantasy,: Library Journal, 91:6157-6159, December 15, 1956.

Arbuthnot, May Hill. Children and Books. Third edition. Chicago: Scott, Foresman and Company, 1964. Chapters 5, 10, and 11.

Burroughs, Margaret T. "Uncle Remus for Today's Children," Elementary English, 30:485-492, December 1953.

Byers, Neil B. "Porridge for Goldilocks," Elementary English, 25:501-505, December, 1948. (The harm in some of the stories)

Calhoun, Mary. "Tracking Down Elves in Folklore," The Horn Book Magazine, 45:278-282, June 1969.

Carmer, Carl. "American Folklore and Its Old World Backgrounds." Compton's Encyclopedia. 1970 edition, IX, 291-306.

Colwell, Eileen. Folk Literature: An Oral Tradition and Oral Art," Top of the News, 24:175-180, January 1968.

Cook, Elizabeth. The Ordinary and the Fabulous: An Introduction to Myths, Legends and Fairy Tales for Teachers and Storytellers. Cambridge: Cambridge University Prss, 1969.

Cox, Miriam. "Japan and Greece Meet in Myth," The Horn Book Magazine. 44:4047, February 1968.

Dundes, Alan. "Folklore as a Mirror of Culture," Elementary English, 45:471-482, April 1959.

Fellar, Caroline. "I'm Gonna Kill Ya: A Consideration of Violence in Children's Literature: Folk Stories, Rhymes, Songs and Games," PMLA Quarterly, 34:4-14, Winter 1970.

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Glazier, Lyle. "Uncle Remus Stories: Two Portraits of American Negroes," Journal of General Education, 22:71-79, April 1970.

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UNIT V

FANTASY

Introduction

Included in this body of literature are full-length works that bring magic and the irrational into the everyday world. Familiar objects and settings are re-shaped in terms of universal themes. Much like fairy tales, since they possess many traditional elements, stories classified as full-length works of fantasy develop their themes through more complex plots, style of writing, characters and settings. Although most fairy tales are set in some enchanted country, fantasy stories frequently bring magic and enchantment into the real world. This, at least, is a convenient way of classifying stories that are more properly termed "modern fairy tales."

Basically fantasy adheres to the storytelling requirements and principles that underlie each division of literature, but it also has certain special qualities. The strength of most fantasies lies in the author's ability to project reality into an original dimension. However, the effectiveness is based on the mastery of style, depth of emotion, originality of idea, strength and development of story pattern, credible characters, nor matter how fantastic they may be, and a faint sense of the miraculous which allows the story to move more freely than in any other division

of literature. One approach toward better understanding fantasy is to evaluate and analyze the literary elements i.e., theme, plot, characterization, style, settings, so that qualities germane to this division can be examined more closely.

Background Reading

Arbuthnot: pp. 210-275.

Huck: pp. 338-367.

Instructional Activities

1. Read aloud a fantasy of your own selection to a group of children. Record the sitations that seem to bring out reactions from the children.

2. Discuss the elements central to a criteria for fantasy.

MODERN FANCIFUL TALES

Animals (Human thought and speech)

Michael Bond. A Bear Called Paddington (K-4)
Walter Brooks. The Freddy Series (4-6)
Beverly Cleary. The Mouse and the Motorcycle (3-5)
Doris Gates. The Cat and Mrs. Cary (4-6)
Kenneth Grahame. The Reluctant Dragon (3-5)
Wind in the Willows (5-6)
Robert Lawson. Ben and Me. (4-6)
Mr. Revere and I (4-6)
Hugh Lofting. The Dr. Doolittle Series (4-6)
George Selden. The Cricket in Times Square (3-6)
Eve Titus. The Anatole Series (K-2)
E.B. White. Charlotte's Web (3-5)
Stuart Little (4-6)

Animals (Dragons and such)

Richard Atwater. Mr. Popper's Penguins (3-5)
Oliver Butterworth. The Enormous Egg (3-5)
Ruth Gannett. My Father's Dragon (3-5)
Evelyn S. Lampman. The Sky Stegosaurus of Cricket Creek (5-7)
Frank Stockton. The Griffin and the Minor Canon (3-5)

Little People

Carol Kendall. The Gammage Cup (5-8)
Mary Norton. The Borrowers Series (4-6)

Toys and Dolls

Pauline Clarke. The Return of the Twelves (5-7)
C. Collodi. Adventures of Pinocchio (3-6)
Rachel Field. Hitty, Her First Hundred Years (4-5)
A.A. Milne. Winnie-the-Pooh (K-4)

Imaginary Kingdoms and Unusual Worlds

Lloyd Alexander. The Prydain Series. (5-9)
Frank L. Baum. The Wizard of Oz (4-6)
Lewis Carroll. Alice in Wonderland (3 up)
Roald Dahl. Charlie and the Chocolate Factory (5-6)
C.S. Lewis. The Narnia Series (4-6)
Mary Steele. Journey Outside (5-8)
J.R.R. Tolkien. The Hobbit (4 up)

Magical Powers

Roald Dahl. The Magic Finger (3-5)
Edward Eager. Half Magic (5-6)
Penelope Farmer. The Magic Stone (7-10)
Alan Garner. The Owl Service (8 up)
Penelope Travers. The Mary Poppins Series (4-7)

Time Magic

Lucy Boston. The Green Knight Series (4-7)
Edward Eager. Knight's Castle (5-6)
Norton Juster. The Phantom Tollbooth (5-7)
Jean Merrill. The Pushcart War (5-8)
Edward Ormondroyd. Time at the Top (5-7)
Julia Sauer. Fog Magic (4-6)
Allison Uttley. A Traveler in Time (6-8)

Fabulous Flights

Roald Dahl. James and the Giant Peach (4-6)
William Pene Du Bois. The Twenty-One Balloons (4-6)

Witches

Anna E. Bennett. Little Witch (4-6)
Eleanor Estes. The Witch Family (3-6)
Barbara C. Freeman. Broom Adelaide (5-6)

Modern Science

Carol Ryrie Brink. Andy Buckram's Tin Men (5-7)
Ian Fleming. Chitty-Chitty-Bang-Bang (5-8)
Jay Williams. Danny Dunn and the Home-work Machine (3-5)

Unusual Circumstances

Josephine Lee. Joy is Not Herself (4-6)
Penelope Farmer. The Summer Birds (4-6)
Astrid Lindgren. Pippi Longstocking (4-6)

UNIT VI

FICTION: HISTORICAL AND REALISTIC

Introduction

Historical fiction stories, a combination of history, chronicle and imagination, are adventure tales that reconstruct life in the past. To read these stories is to live through a period in human history that is telescoped to include the color and flavor, the thoughts and the emotions, the stirring and momentous events of long ago. Their aim is generally to develop a sense of history, a way of viewing the past and enriching the study of history.

Realistic stories employ the stuff of everyday living, weaving it into a tale of real adventure that presents to children the excitement, humor, triumphs and failures in everyday life. They mirror the present world of a child and can capture his interest by flashing back to him the details, manners and settings of his own life in story form. Centered around action of characters realistically outlined, books of realism emphasize true-to-life qualities even though the characters and plots are invented.

Realism in children's literature encompasses every aspect of life; animal, family, sports and sea stories are just a few of the many categories of this genre.

Two additional types of fiction may also be entered

here: science fiction and mystery stories.

Background Reading

Arbuthnot: pp. 392-419; 420-493; 494-533.

Huck: pp. 508-519; 295-330; 519-528; 215-271.

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Gross, Elizabeth H. "In Quest of Value," Wilson Library Bulletin , 38: 162-164, October, 1963.

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Larrick, Nancy. "Baby Dolls Are Gone," School Library Journal, 14: 139-141, October 1967.

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Mood, Robert G. "Let 'em Read Trash," Elementary English, 34: 444-450, November, 1957.

Pettit, Dorothy. "The Junior Novel in the Classroom," English Journal, 52: 512-520, October 1963

Prager, Arthur. "The Secret of Nancy Drew -- Pushing Forty and Going Strong," The Saturday Review, 52: 18-19, January 25, 1969.

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Van Aken, Marie. "Fiction in an Elementary School Library," Elementary English, 39: 326-329, April 1962

White. R. S. "The Heart-Side of Reading," Elementary English, 39: 186-188, March 1962.

UNIT VII

INFORMATION LITERATURE

Introduction

Material presenting facutual information is termed informational literature. It encompasses an enormous area of books designed to inform even the youngest child on a wide range of topics. Many areas of the curriculum draw from the vast resources of informational literature.

The fundamental role of informational books is to provide children with a body of information that as it answers old questions will stimulate him to ask new ones. Since informational books explain to children the world around them, it is not surprising that the list from which to select is so extensive.

The books that cover the broad range and scope of informational literature for children under observation in this unit fall into most school curriculum elements:

1. Science and Mathematics
2. Social Studies (Including geography, government)
3. Biography
4. Music and Art
5. Games and Hobbies
6. Holidays
7. Language Skills

8. Reference Books (Dictionaries, Atlases, Encyclopedias)

Background Reading

Arbuthnot: Chapters 15 and 16.

Huck: Chapters 6 and 9.

UNIT VIII

POETRY

Introduction

Through poetry ideas are fused with music compressing communication into a few exact words. Poetry is created through imagery, rhythm, meter, sound and form. There is a subtlety in poetry not possible in prose. Its language skillfully stimulates the imagination and arouses emotions.

Background Reading

Arbuthnot: Chapters 9, 10, and 11.

Huck: Chapter 8.

Instructional Activities

1. Select three different kinds of poems and read them to a group of children. Record their reactions. What poems had the greatest appeal? Why?
2. Listen to some recordings of poetry ready by authors and by interpretors. Contrast the presentations and appropriateness of the records for classroom use.

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Bacher, June. "Thinking Briefly," Elementary English, 43: 619, October 1966.

Behn, Harry. "Poetry for Children," The Horn Book Magazine, 42: 163-175, April 1966.

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Carlson, Ruth Kearney. "The Sunset is a Pretty Pink Dove--Children's Voices in Poetry," Elementary English, 46: 748-757, October 1969.

Duffy, Gerald G. "Children Do Enjoy Poetry," Elemtnary English , 38: 422-424, October 1961.

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Larrick, Nancy. "Life ain't been no crystal stair," School Library Journal, 15: 47-49, February 1969.

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Nelson, Richard C. "Children's Poetry Preferences," Elementary English, 43: 247-251, March 1966.

Ott, Lorrene Love. "Poetry Broadsides," Elementary English, 28: 411-413, November 1951.

Pittman, Grace. "Young Children Enjoy Poetry," Elementary English, 43: 56-59, January 1966.

Scofield, Elizabeth. "Haiku, a New Poetry Experience for Children," Elementary English, 38: 24-26, January 1961.

Tiedt, Iris M. "Exploring Poetry Patterns," Elementary English, 47: 1082-1084, December 1970.

Tiedt, Iris M. "A New Poetry Form: The Diamante," Elementary English, 46: 588-589, May 1969.

APPENDIX A

LITERARY DEFINITIONS*

adventure stories: Fiction in which overcoming hazards or meeting challenge is the major theme.

animal stories: Fiction in which an animal is a main character or a human and an animal share significant experiences. The animal may show persistence, perceptiveness, courage or devotion--yet be consistent in his behavior according to his species.

biography: Both authentic and fictionalized accounts of an individual's life are in this category. The first is a well-documented and researched account of a person's life. The second, while based on research, may emphasize or dramatize certain events to create interest.

epics: Prose versions of long narrative poems that express the moral values of the people of the time through the action of a single hero.

fables: Brief didactic or moralistic tales in which an animal or inanimate object usually speaks as a human.

fairy tales (modern): Fanciful stories written by a known writer. Some fairy tales, as those by Hans Christian Andersen, originated in written rather than oral form.

family and familiar experience stories: Realistic fiction with themes of adjustment to various family situations (with and without parents and siblings) and everyday experiences with peers and people in school, in the neithborhood, or society. (See also realistic fiction.)

fantasy: Modern stories longer than fairy tales which contain some imaginary or supernatural elements that, although contrary to reality as known, are believable; for example, they may: (1) personify animals or toys, (2) give humans unusual powers, (3) change the size of human beings, (4) create new worlds, or (5) manipulate time patterns.

folk tales: Narrative forms, whether oral or written, which have been handed down from generation to generation.

historical fiction: Stories that seek to reconstruct the life and thought of an age or period of time other than that of the present. Real personages, places, and events are frequently introduced into the novel with ficitonal

historical fiction: Stories that seek to reconstruct the life and thought of an age or period of time other than that of the present. Real personages, places, and events are frequently introduced into the novel with fictional characters and plot. Historical fiction of the United States is broadly defined to include Indians of America and any but the present period of the United States history.

humorous stories: Stories of strange and absurd characters or of fun in familiar happenings, which children themselves usually refer to as "funny books."

legends: Stories of local heroes emphasizing extraordinary qualities or characteristics that become accepted over a period of time.

myths: Stories that deal with (1) relationships among men and gods, (2) man dealing with fate, and (3) man's struggle with good and evil.

realistic fiction: Prose that presents universal problems of human beings principally in the twentieth century.. For example, findings a place for one's self in the family, in the peer group, and in society. The characters in the story become universal figures as they meet human problems of cultural change, physical handicaps, loneliness death, the social evils of war and poverty, the problems of growing toward creatkveness and responsible adulthood.

regional stories: Fiction in which a universal theme unfolds within a broadly defined geographical setting (large or small, city or countryside) which influences the characters. The stories are grouped as "United States," and "other lands"or countries outside the political bounds of the United States.

science fiction: Imaginative stories based on scientific facts or possiblities that have not yet been proven.

tall tales: Humorous and inventive modern forms of folk tales indigenous to the North American culture, often based on accounts of local life situations which have geen greatly exaggerated and embellished.

traditional literature: Prose that has its origins in primitive ritual, drama, poetry, and story telling of human society. Parables, fables, proverbs, sacred writings, classical myths and folklore included.

APPENDIX B

Children's Literature
LS 310

AN ANNOTATED BIBLIOGRAPHY OF SELECTED SELECTION AIDS

BASIC LISTS

Z
1037
G95

Adventuring With Books: A Book List for Elementary Schools. Champaign, Ill.: National Council of Teachers of English, 1966. Paperbound. 75¢

A publication of the National Council of Teachers of English arranged (1) by large subject categories, (2) sub-arranged by subject subdivisions. The 1,250 individual entries are alphabetized by author. Each entry gives title, illustrator, publisher, date, price, grade level, and a brief, concise annotation. Titles are both old and new. Illustrated with pictures from the books listed.

Important as a basic list of titles, recommended by the NOTE.

Ref.
Z
1037
D545

Best Books for Children: compiled by Doris Solomon, Juvenile Projects Department. New York: R. R. Bowker Company. Annual, Paperbound. $3.50

The twelfth edition (1970) is an anually revised annotated list of over 4,000 children's books, selected from the more than 35,000 in-print juvenile titles listed in Children's Books in Print 1969.

Best Books for Children is arranged by subject in five sections: Pre-school and kindergarten through third grade (PS-3), grades 4 through 6, grades 7 through 12 (7 up), books in special subject categories which include materials for all grade levels, and adult titles of particular interest and suitability to book collections for children.

--Best Books for Children
page 5

For each entry, title, author, date, publisher, price, grade placement and a brief note are given. Titles recommended in ALA, Wilson and Bowker publications are indicated by designated letters. Two indexes (Title-Series and Author-Illustrator) provide easy access to each listing. Illustrated with pictures from recommended books. Publisher's advertisements appear throughout the book.

Recommended as a basic list for its carefully evaluated listings, its helpful grade and subject arrangement, and its up-to-dateness.

Ref.
1037
B72

Books for Children 1960-1965. Chicago: American Library Association, 1966. $10.00

"As selected and reviewed by The Booklist and Subscription Books Bulletin. September, 1960--August, 1965."

"As classified, annotated book selection and buying guide which lists the 3,068 titles recommended for library purchase in the Children's Books section of The Booklist and Subscription Books Bulletin for the five-year period. The original Booklist annotations for each title describe the contents, point out special or unique features, and indicate grade levels from pre-school through junior high. Gives complete buying and cataloging information: author, title, edition, date, pagination, publisher, binding, price, and Dewey Decimal Classification numbers. Subject, author, title index." --Catalog: American Library Association Publications 1968.

Excellent retrospective list that adds to the Booklist's other advantages a classified arrangement. Valuable for purchase of books or preparation of bibliographies. Use is limited by the number of titles.

Brought up-to-date by annual lists:

Ref.
Z
1037
H65

Books for Elementary School Libraries: An Initial Collection Elizabeth D. Hodges, compiler and editor. Chicago: American Library Association, 1969. Paperbound. $7.50

"The starter list for a minimal working collection of 3,000 titles needed to give first-year library service in elementary schools. Reflecting today's curriculum trends, this collection provides quality materials to support them. Geared to both curricular needs and children's interests in grades K-8, it provides both direction and scope for development of the library as an integral part of the educational program. The 3,080 in this collection are listed, described and arranged by broad subjects reflecting curriculum emphases. The annotations describe the contents of each book, suggest points of greatest usefulness, bring out special curriculum relationships, indicate approximate grade levels, and give full buying information. New and older titles for both reference and circulation are included. For added usefulness, there is

a list of professional tools for building book collections and a director of publishers. All titles were in print as of July 1, 1968. Author, title, subject index."

--ALA Catalog, 1970

A reliable buying guide for new elementary school libraries and a baisc checklist for evaluating estal tished libraries. Classified arrangement provides opportunity for comparison of titles on each subject.

Ref.
Z
1037
W76
8th, 9th
10th, 11th
and 12th eds.

Children's Catalog. Eleventh edition. New York: H. W. Wilson Company, 1966. Annual Supplements. Revised every 5 years. $17.00 including paparbound supplements.

"Children's Catalog is divided into three sections. Part I is a classified catalog giving full bibliographic information for each book, with 11,496 descriptive and critical annotations along with suggested subject headings and Dewey Decimal Classification numbers for non-fiction titles; appropriate grade level is noted for all books except reference books. Part 2 is an author, title and subject index with analytical entries for fairy stories, folklore, short stories, play, collective biographies, and other parts of books. Part 3 is a directory of publishers and distributors."

--1968 Wilson Publications

Contains 4,724 titles. Useful as both a basic and a current list. System of single and double starring the best books is very helpful. Classified arrangement facilitates preparation of bibliographies.

Ref.
Z
1037
E 13
1966

Eakin, Mary K., (comp.) Good Books for Children: A Selection of Outstanding Children's Books Published 1950-1965. Chicago: University of Chicago Press, 1966. $7.95. Paperbound. $2.95

"A former editor of the Bulletin of the Center for Children's Books has compiled a list of 100 titles from each year which were favorably reviewed in the Bulletin and which are still in print. She states in the introduction that the annotations are for the most part taken directly from the Bulletin, with occasional revisions. The carefully written, critical, brief reviews are for parents, teachers and librarians. Age and special appeals are indicated. Subject and title index. Subject headings reflect curriculum topics, children's interests, and social developmental values."

Each entry gives author, title, illustrator, publisher, data, paging and grade level. Arrangement is alphabetical by author.

Recommended for its excellent reviews, which indicate developmental values and curriculum uses, and for the discerning statement of good book selection practices and criteria for evaluation that can be found in the Introduction.

Ref.
Z
1037
E4
(1965)

The Elementary School Library Collection: Phases 1-2-3-, Fifth edition. General editor: Mary V. Gaver, Newark, N. J.: Bro-Dart Foundation, 1970. $20.00. Annual paperbound supplements.

Section I as classified catalog, contains a reproduction of an actual catalog card for each title in the collection. Titles are divided into six heads: Reference, Non-fiction Fiction, Easy, Periodicals, and Professional Tools. Audio-Visual materials are integrated with related books. Titles are arranged in call number sequence by Dewey Classification System, with B (Individual biography) following the 290's.

Each entry gives call number, author, title, edition, publisher, data, pages, price, annotation and subject headings.

Section II provides an Author Index, Title Index, Subject Index, and Graded Listing of Audio-Visual Materials in Section I.

Recommended as a basic up-to-date that joins Children's Catalog as a must for all elementary libraries. Its classified arrangement facilitates preparation of bibliographies and comparison of books on the same subject. One of the best sources for carefully selected non-print materials. More listings than Children's Catalog.

028.5
L334

Larrich, Nancy. A Parent's Guide to Children's Reading. Garden City, N. Y.: Doubleday, 1958 ed. $5.95.

"This handbook for parents is divided into five sections. Part I, 'How You Can Help, Day In and Day Out,' gives suggestions for reading aloud, for introducing books and stories, for stirring the child's curiosity, and for talking things over with him....Part II, 'How Reading is Taught Today,' is for those who want to know more about how children learn and how they are taught to read....Part III, "Getting the Books He Needs,' gives suggestions on how to buy books. Part IV, 'Books and Magazines for Children,' is an annotated list of children's books, plus a directory of publishers. There is also a list of magazines--both

juvenile and adult--which children enjoy. Part V lists books and a magazine that give further information about children's reading."

--Introduction, pp. 5-6 (1970 ed.)

Very practical. Easy reading. Good booklists. Helpful suggestions for stimulating reading. Especially recommended as a good book to suggest for parents.

028.5
L334
T

Larrick, Nancy. A Teacher's Guide to Children's Books. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960. $5.95.

Although dated, it is still very good for its fine suggestions on how to arouse children's interests in good literature and relate books to their personal and social growth, their classroom study projects, and their creative activities.

Recommended for its perceptive picture of children, their needs and reading interests at different age levels. Good book lists.
Index. Illustrated.

CURRENT AIDS

Periodical
1919 to date

Book Review Digest. New York: H. W. Wasson Company. Monthly except February and July. Service basis.

"A digest of reviews of current books appearing in over 70 periodicals and journals chosen by its subscribers, Book Review Digest lists approximately 5,000 books a year. Each book is entered by author, with price, publisher, descriptive note, citations for all reviews, and excerpts from as many reviews as are necessary to reflect the balance of critical opinion. These listings are followed by a cumulated title and subject index, in a separate alphabet.

Book Review Digest is published monthly, except in February and July, with a permanent bound annual cumulation. Every fifth year, a cumulated subject and title index of the books included during the previous five-year period is published."

--Wilson Publications 1968

An important book reviewing tool. Unfortunately, only a limited number of children's books appear each year.

Periodical
1925 to date

The Booklist. Chicago: American Library Association. Twice monthly except once in August. $10.00 per year.

A "book selection tool, buying guide, and cataloging aid devoted to impartial, factual appraisals of new books recommended for purchase...Descriptive, evaluative notes for each title summarize content and point out special uses of features. Gives complete ordering and cataloging information for each title: author, publisher, publication date, price, subject headings, Dewey Decimal Classification, LC card number."

Children's Books appears in the back of each issue in an author alphabetic arrangement. In addition to ordering data, a fairly long, critical annotation gives the user a good picture of the content and quality of the book.

"Filmstrips and 8 mm. loops are reviewed and 16 mm. film reviews continue as a quarterly feature. Reviews of other types of non-print material will be added at an early date...Descriptive, evaluative annotations provide the same types of information as is given for books, including complete ordering information, grade or age level, subject headings, and LC card number.

Recommended for the inspirational quality of its articles and its carefully selected lists of books for children.

Periodical
v.8 1961-
v.16 1969

School Library Journal. New York: R. R. Bowker Company. Monthly, September through May. $7.00.

A monthly magazine containing practical articles on all aspects of work with children and young people. Brief news items cover library meetings, special library projects, library awards, library appointments and new materials. Special departments include: "The Book Review," "Professional Reading," and "Audiovisual Guide: A Multimedia Subject List."

Book reviews are divided into "Preschool and Primary Grades," "Grades 3-6," "Junior High, Up," and "Young Adult." Within each age grouping, titles are arranged alphabetically by author. For each entry, author, title, pages, publisher, publication date, binding, price, grade level, LC card number and an evaluative annotation are given. Especially recommended books receive one star. Reviews are by librarians in the field and are signed.

Recommended for its fine helpful articles, its comprehensive critical coverage of new books and its reports on all types of audiovisual materials. Also for its complete listing, with brief annotations, of all the new books for fall (October issue) and for spring (March issue) and for twice-yearly listings of paperbacks, adult and juvenile, to be published in the next six months (September and January).

Reviews are not cumulated annually in The School Library Journal Book Review.

SPECIALIZED LISTS

016.5
2nd ed.

The AAAS Science Book List for Children. Second edition, compiled under the direction of Hilary J. Deason. Published with the assistance of a grant from the National Science Foundation. Washington, D. C.: American Association for the Advancement of Science, 1963. $2.50. Paperbound--$1.50.

This annotated list is a guide to recreational and collateral reading in the sciences up to and including the eighth grade. It is intended principally as an acquisition guide for elementary school and public libraries to encourage the purchase and maintenance of adequate, up-to-date and balanced collections of science books that will assist in developing the intensely inquisitive minds of young readers...Books representing all of the major disciplines in the physical, biological and applied sciences (including Mathematics) have been included.

The 1,291 titles on the list are organized according to Dewey Decimal Classes, with some minor modifications. Within each class, the books are subarranged by author. For each entry author, title, publisher, date, paging, illustrations, price and LC card number are given. The annotations are succinct, descriptive, and factual. Grade placement is listed as "P", "I" or "A".

Since few libraries will have sufficient funds to purchase all of the books listed, we have marked 81 with a double asterisk to indicate first priority. An additional 278 have been marked with a single asterisk to indicate second priority. These priority titles, however, will not constitute an adequate collection for most elementary school libraries." ...Foreword.

Although out-of-date, this list is still the best basic list we have for science books for children because selection was done by scientists.

Z
1361
N39 E77
1967

Baker, Augusta. We Build Together: A reader's guide to Negro life and literature for elementary and high school use. 3rd ed., Champaign, Ill.: National Council of Teachers of English, 1967.

Z
5579
C75
1963

Crosby, Muriel, (ed.) Reading Ladders for Human Relations. Fourth edition. Washington, D. C.: American Council on Education, 1963. $4.00. Paperbound. $2.50

"The books annotated in this fourth edition of Reading Ladders for Human Relations develop six themes: How it Feels to Grow Up, The Individual and the Group, The

Search for Values, Feeling at Home, Living With Charge, and Living as a Free People..."

"The books are arranged alphabetically by theme and in order of maturity and difficulty, ranging from those for very young children to those for only mature readers. Some books at the end of each ladder demand emotional maturity beyond the grasp of the average senior high school student..."

"Each ladder is divided into five sections: For Primary Readers, for Intermediate Readers, for Junior Readers, for Senior Readers, and Mature Readers. For each entry author, title, publisher, date and price are given, along with a brief annotation which stresses the book's contribution to the theme of the ladder. Since some titles are listed on more than one ladder, a star preceding the entry indicates that the annotation appears elsewhere in the book and its location is shown in the index by a bold face page number. An asterisk following the bibliographical material indicates that a book appears in a paperback edition."

"Prefatory material explains the design of the ladders and provide 'Guides to Using the Reading Ladders.'"

--Foreword

A very valuable guidance took which is quite unique in its conception. Good only for books published 10 years ago.

Z
1037
G95

Guilfoile, Elizabeth. Adventure with Books. New York: New American Library, 1966. 265 p.

LC
4086
R4

_____. Reading for the Disadvantaged: problems of linguistically different learners. New York: Harcourt, Brace & World, 1970.

307
H213
B32

Huus, Helen. Children's Books to Enrich the Social Studies for the Elementary Grades. Revised edition. Washington, D. C.: National Council for the Social Studies, 1966. Paperbound. $2.50.

This bibliography of supplementary reading is divided into five sections: "Our World," "Times Past," "People Today," "The World's Work," and "Living Together." Each of these is further sub-arranged by divisions of the topic. Entries are listed generally by grade level, from easiest to most difficult, under the subtopics. For each entry title, author, illustrator, place, publisher, date and grade level are given. The annotations which are fairly long cover content and use of the book.

Recommended as an excellent tool for the social studies teacher.

Z
1037
E55

Kircher, Clara J., (comp.) Behavior Patterns in Children's Books: A Bibliography. Washington, D. C., Catholic University of America Press, 1966. $3.75. Paperbound $1.95.

A compilation of 507 titles under subject categories used in bibliotherapy, e.g., "Accepting Responsibility," "Understanding Those Who Are Different," etc. Subarrangement is alphabetic by author. Each entry gives author, title, publisher, date, price and grade level. A brief descriptive annotation indicates content.

Recommended as an up-to-date list of books dealing with current day problems.

028
A512
3rd ed.

Let's Read Together: Books for Family Enjoyment. Third edition. Selected and Annotated by a Special Committee of the National Congress of Parents and Teachers and the Children's Services Division, American Library Association, 1969. Paperbound. $1.50.

"A completely revised and updated version, this highly successful guide assists in selection of books for family reading aloud. Titles range from those for the smallest child to those for fifteen-year-olds. Nearly 600 titles, specially chosen for home use, are listed and annotated under subject headings of particular interest to the family. Age levels are given for every title. Suggestions for a family reference shelf and a list of book selection tools are also included. Added to this edition are 220 new titles; all out-of-print titles have been deleted. Librarians and teachers, as well as parents, will find many uses for this unusual reading guide. Author and title index."

--ALA Catalog, 1970

Ref.
Z
1037
M32

Metzner, Seymour. American History in Juvenile Books: A Chronological Guide. New York: H. W. Wilson Company, 1965. $7.00.

"The purpose of this guide is to provide a comprehensive listing of all currently available trade books relating to American History which are meant for the elementary and junior high school age groups. This listing includes more than 2,000 titles of fiction and non-fiction."

"The chapters are arranged in chronological sequence with topical subheadings. For example: "The Age of Discovery": 800-1550 with subheadings. A. Pre-Columbian Explorers, B. Under the Flag of Spain, C. Under the Flag of France, etc. Each topical subdivision is further divided into Fiction Biography and Other Nonfiction. Books listed in

Fiction and Other Nonfiction categories are arranged by author, while the Biography books are arranged by subject."

"The listing for each book includes author, title, suggested grade level span, publisher, publication date, number of pages and presence of textual illustrations and uses."

--Introduction, pp. 11-14

Recommended as a helpful guide to resource books for specific periods of American history. Its usefulness is limited by the brevity of its annotations.

Z
1361
N39 R77
1967

Rollins, Charlene, (ed.) We Build Together. Third ed. Champaign, Ill.: National Council of Teachers of English, 1967. Paperbound. $1.50.

"A Reader's Guide to Negro Life and Literature for Elementary and High School Use."

A very carefully selected list of books for children and young people that present Negroes as human beings and not as stereotypes. Arrangement is by subject categories, e.g. "Picture Books," "Fiction," "History," etc., with an author alphabetic sub-arrangement. For each entry author, title, publisher, date, price and grade level are given. Annotations are both descriptive and critical.

Recommended as the best, most up-to-date list of books "about" Negroes for children. Its introduction, which discusses criteria for selection, is a must for all working with Negro children.

SUBJECT INDEXES

Ref.
Z
1037
E 16
1963

Eakin, Mary K., (comp.) Subject Index to Books for Intermediate Grades. Third edition. Chicago: American Library Association, 1963. $7.50.

This index is designed as a reference tool to be used by classroom teachers and librarians in identifying trade books that have value as teaching materials for Grades 4-6. Arrangement is alphabetic by subject. Each entry gives the author's last name, title, pages if part of a longer work, and grade level. An asterisk indicates fiction.

Preceding the basic subject list is a "List of Books Indexed." Entries, arranged alphabetically by author, give author, title, publisher, date, price, grade level, and a general Dewey Decimal Classification number for the 1,800 books listed.

Recommended as a much needed subject guide to both gooks and parts of books. A must for every elementary school library.

Ref.
Z
1037
E 17
1967

Eakin, Mary K., (comp.) Subject Index to Books for Primary Grades. Third Edition. Chicago: American Library Association, 1967. $4.00

A companion index to Subject Index to Books for Primary Grades above. Arrangement and information are basically the same with the addition for Primary Books of illustrator and a key to the grade levels at which children might use the books independently and the levels at which the books would be read aloud by the teacher or librarian (RA--K-3; In 2) means the title is suitable for reading aloud to kindergarten through the third grade, and is one that could be read independently by children who are reading at a second-grade level.

Recommended as a much needed subject guide to both books and parts of books. A must for every elementary school library.

Ref.
Z
1037
A 1
C 482

Children's Books in Print. New York: R. R. Bowker Company. Annual. $11.00

An annual list of some 30,000 in-print juvenile books (hardbound, paperbound, library editions and trade editions) for pre-schoolers through twelfth-graders. Each entry provides necessary ordering information: author, title, publisher, price, grade level, binding and illustrator.

Entries are indexed by author, by title, and by illustrator.

Recommended as a valuable source of bibliographic information often omitted in selection aids. Further, the Titles Index lists all the available editions of a particular book and the Author Index informs the user of all available titles by each author.

NOTE, however, that this is not an evaluative list. Unknown titles should be checked in other reviewing media.

Children's Literature
LS 310
Summer, 1972

AN ANNOTATED BIBLIOGRAPHY OF AIDS REVIEWING NON-PRINT MEDIA

Periodical

Audiovisual Instruction. New York: Department of Audio-Visual Instruction, Inc., National Educational Association. Monthly, September through June.

Covers news and trends in the field of educational technology and reviews both literature and media. Frequently devotes single issues to one topic, such as, cassettes.

Periodical — The Booklist. Chicago: American Library Association. Twice monthly except once in August. $10.00 per year. See annotation, p. 5 of An Annotated Bibliography of Selected Selection Aids.

Recommended as a developing reviewing service that may well become one of the best for school and public libraries. Evaluations are made by consultant groups selected nationwide from school districts, colleges and public libraries.

Ref. Z 5817.2 M 489 — Educational Media Index. A Project of the Education Media Council. New York: McGraw-Hill Book Company, 1964. 13 volumes and Index volume (14).

The Educational Media Index is a national compilation of instructional resources, excluding standard printed materials. The two criteria for inclusion in the Index were that materials must be educational in nature and that the materials must be generally available for educational use anywhere in the United States. Excluded are recordings and tapes entirely of music, and materials that are a transportation from another primary medium, such as talking books. Each of the first 13 volumes deals with a different subject field and is divided into 4 parts.

Part I. List of subject areas

Part II. The basic list, consisting of specific entries with all bibliographical data, listed alphabetically by specific subject heading.

Part III. Title Index, listing title and subject heading.

Part IV. List of sources with complete address.

Volume 14 is an alphabetic title index leading user to volume and subject entry.

Recommended as a fairly complete review of all media (filmstrips, phonotapes, flat pictures, phonodiscs, videotapes, slides, transparencies, models, films, cross media kits, charts, maps and programmed instruction material) available before 1964. Annotations are descriptive rather than evaluative. Prices in most cases are out-of-date.

Ref. Z 5817.2 E 24 F — Educators Guide to Free Films. Randolph, Wisc: Educators Progress Service, Inc., Annual. $19.50.

Probably the most complete up-to-date, annotated catalog of free films available. The 1970 edition lists 5,002 titles and provides for each: Entry size (8, 16, or 35 mm.) type (sound or silent), running time, descriptive annotation, and source.

Arrangement is subject alphabetical by curriculum subjects with an alphabetical title sub-arrangement. The Source of and Availability Index give addresses, terms and conditions of loans, booking time required and probable availability. Title-Index and Subject Index.

Recommended as a source for free films that are rarely listed in other reviewing media. However, listings are not restricted tc films suitable for schools and must be previewed before use.

Ref.
Z
5817.2
E 24
FS

Educators Guide to Free Filmstrips. Randolph, Wisc.: Educators Progress Service, Inc. Annual. $8.50.

Arrangement and content similar to Educators Guide to Free Films. About 350 listings.

Ref.
Z
1037
E 4
1970

The Elementary School Library Collection: Phases 1-2-3. Fifth edition. General editor, Mary V. Gaver. Newark, N. J.: Bro-Dart Foundation, 1970. $20.00. Paperbound supplement.

See Annotation, p. 4 of An Annotated Bibliography of Selected Selection Aids.

Recommended as one of the most evaluative lists available. Frequent revisions keep it fairly up-to-date. Interfiling with books in a Dewey Decimal Classification sequence makes this the easiest selection aid to use.

Periodical

Grade Teacher. Greenwich, Conn.: CCM Professional Magazines, Inc. Monthly, except July and August. $6.50.

The section materials, subarranged by subjects, such as, science, social studies, lists appropriate films, filmstrips, records and kits. The descriptive paragraphs often indicate use as well as source and price.

Periodical

The Instructor. Dansville, N. Y.: Instructor Publications. Monthly. $7.00.

Regularly reviews curriculum materials, including films, filmstrips, kits, charts, and other related resources.

Recommended especially for its valuable suggestions for use of the various media.

Periodical — Media and Methods. Philadelphia: Northern American Publishing Company. Monthly, September through May. $7.00.

A potpourri of ideas, medias and methods. Each issue has a section titled "Mediabag", which reviews a few films, filmstrips, kits, etc. Issues examined indicated materials were generally more suited to high school students than to elementary.

Recommended as an excellent way to keep up with new developments in multi-media and to gain creative ideas for their use in classroom situations.

Ref. Z 5814 U8 S6 — NICEM Index to 16mm. Educational Films. Compiled by the National Information Center for Educational Media of the University of Southern California. New York: R. R. Bowker Company, 1969.

Very concise listings, in a title alphabetic arrangement, provide running time, color, date, producer, distributor, and descriptive note.

A Subject Matter Outline and a Subject Index Section listing film titles under large subject, provide a subject approach.

A Producer-Distributor list in the back explains the code letters used in the basic listings.

The National Information Center for Educational Media also compiles:

Ref. LB 1044 Z9 N34 — NICEM Index to 8mm. Educational Motion Cartridges

Ref. Z 5814 U8 T4 — NICEM Index to 35mm. Educational Filmstrips. Subject arranged. Non-print items listed by title.

Ref. TR 720 N27 — NICEM Index to Overhead Transparencies. New edition and NICEM additions to.

Periodical — School Library Journal. New York: R. R. Bowker Company, Monthly, September through May. $7.00.

For annotation, see p. 7 of An Annotated Bibliography of Selected Selection Aids.

Reviews are listed under Recordings, Screenings, and Media Mix. Screenings is subdivided into 16mm. 8mm. and Filmstrips. Media Mix covers transparencies, slides, study prints, etc.

A semi-annual Audiovisual Guide: A Multimedia Subject Index, printed in the September and February issue, covers nearly a thousand items, listed first by subject and second by type of media.

Recommended as a good source for a variety of media. Reviews are descriptive and evaluative. The signed reviews are by librarians who orient the reviews to classroom use.

Ref.
Z 5817.2
L4
1

Westinghouse Learning Guide. Westinghouse learning corporation, New York, 1970.

NICEM Index to Black History & Studies

NICEM Index to Ecology

NICEM Index to Educational Audio Tapes

NICEM Index to Educational Video Tapes

NICEM Index to Educational Records

NICEM Index to Producers & Districutors for the Non-Book Media.